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ABSTRACT

Several articles of interest to teachers of English as a second language (ESL) are included. The teaching of literacy skills in migrant classes is considered in "An Approach to Reading and Writing for the New Language Learner" by Pat O'Brien. Gloria Keil demonstrates how news of recent events can be brought to the notice of migrants in simplified English in "A Weekly Newsletter in Simplified English for Migrants." Richard A. Via discusses oral skills in "Talk and Listen." The work of a materials writing workshop in South Australia is reported by Ken Methold in "Towards Adequate Course Descriptions and Materials Production." C. J. Brumfit offers a brief position paper entitled "Getting Away from the Teacher-Dominated Classroom." Val Davanzo looks at the advantages of having a bilingual teacher equipped to use the common native language of the class in "The Use of the Bilingual Teacher." Finally, the Southeast Asian Ministers of Education Organisation (SEAMEO) Regional Language Centre (RELC) is described. (JB)

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TEFL/TESL Newsletter

Vol. 3 No. 4 October 1978

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PREPARED BY THE LANGUAGE TEACHING BRANCH

COMMONWEALTH DEPARTMENT OF EDUCATION

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EDITORIAL

This number of your TEFL/TESL Newsletter offers considerable variety.

. Val Davanzo looks at the advantages of having a bilingual teacher equipped to use the common mother-tongue of the class. Is this, perhaps, the best of all possible language-teaching worlds?

. An edited version of comments by C.J. Brumfit from "ELT Documents" (76/3) is a useful statement on TESL. This timely comment from a widely esteemed writer is included by courtesy of the British Council.

. The teaching of literacy skills in migrant classes is considered in an article by Pat O'Brien, of New South Wales.

. The work of a materials-writing workshop in South Australia is reported on by Ken Methold.

. Gloria Keil, of Tasmania, demonstrates how news of recent events can be brought to the notice of migrants in simplified English.

. A reprint of an article on the development of oral skills by Richard Via appears from "English Teaching Forum", by courtesy of the United States International Communication Agency.

We have included also an account of the activities of one of the most important English-teaching agencies in this part of the world - the Regional Language Centre in Singapore.

AN APPROACH TO READING AND WRITING FOR THE NEW LANGUAGE LEARNER

*Pat O'Brien

There is evidence which suggests that there is an increasing number of potential students particularly the more recent arrivals, who have not had the opportunity to become literate in English, or even in their own language. Again there is that type of student possessing a language script different from English. Many of these people are literate in their own language but find literacy in English difficult to achieve because of language differences and the script and sound differences.

There is no quick or short answer to the problems facing the classroom teacher in devising programmes to meet individual differences but there are several approaches which can be used in order to teach the basic skills of reading and writing.

The following article is a short practical guide to the integrated approach to the teaching of reading and writing to that student requiring specific assistance.

READING

If we have students in our classes who cannot read English - let us first discover to which category they belong.

1) Students who cannot read or write in their own language.

It appears easiest to teach those with no English as then literacy will be based on oracy and this will be controlled. Then students with a good command of English would be next in order of ease of teaching. However, students possessing a limited range of oracy do pose a problem as most likely the teacher has to break bad habits in the language processes before he can start teaching the student to read that language.

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* Ms O'Brien is the Supervisor of Women's Day Classes at A.M.E.S., Sydney. She is the author of "Communication through Reading, a Handbook for Teaching Reading to English Language Learners". (Published by the author, Sydney, 1977.)

2) Students who are literate in their own language but not in English.

These students have already been through the reading process and have developed visual and auditory discriminations. However, they will probably have to practise these to a degree, as the script may be different and the sounds certainly are. They will still have to follow the basic progressions in the reading process. But the programme must be flexible and depend on the ability and background of the student.

It appears that the most successful way to reading is through an integrated programme. That is one which includes more than one basic approach.

1) LANGUAGE

Literacy is based on oracy and so reading should be based on the language the student has achieved. Even if the student has had only about 8-10 lessons in English he can be taught to recognise the written symbols for the language he knows and understands. This reinforces his language learning and gives the satisfaction of success.

Once the student has learned a certain language process, understands it fully and has had it reinforced in a variety of ways in the language lesson, he can then be taught to read that amount of language.

2) EXPERIENCE

Experiential Reading is that based on the learner's experiences. The student talks about his experiences, has them written for him by the teacher and then reads them. This is a meaningful experience and the student will recall the reading patterns because of this.

3) Sight Words and Social Sight Words - Recognition of the word as a whole without having to analyse it is an important part of the reading process. So quick recognition of commonly used words learned in the language programme gives the student a sense of achievement and also assists in gaining of meaning from a sentence by using them as contextual clues.

The Dolch List is of great help in this area, and of course the Social Sight words can be built from the student's own experiences and interests. This would include the work situation, shopping at the supermarket, going to the doctor, using the telephone.

4) Auditory and Visual Discriminations are an essential part of the teaching process. Even if the student has learned to read in his own language, there are fine visual and auditory differences which need training in order to be able to discriminate between them.

For the students with no background in the auditory and visual areas there is a suggested auditory skill development.

A. Simple Memory: recalling words

B. Sequential Memory: recalling words in sequence

C. Gross Discrimination of Words:

* find the different word

* find the similar word

D. Fine Discrimination of Words:

a) Rhyming Words * find the different word

* find the similar word

b) Initial Sound * find the different word

* find the similar word

c) Final Sound * find the different word

* find the similar word

d) Medial Sound * find the different word

* find the similar word

E. Locating position of given sound in word

As with the auditory development the suggested order in the visual development is as follows:

F. a) Match groups of letters that are the same, e.g. aaaa mmmm ssss

b) Find a different letter in a group of letters, e.g. ggygg

c) Find the same letter in a group of letters, e.g. mnopmrsmt

G. a) Match words that are the same, e.g. man man man you you you

b) Find a different word in a group of words, e.g. boy boy cat boy boy

c) Find the same word in a group of words, e.g. cat Maria here is here

H. Looking at all parts of a word:

a) Words that are grossly different, e.g. hat pig

b) Words with a different initial letter, e.g. pan can fan pan fan (match the pairs)

c) Words with a different medial letter, e.g. pat pat pit pt

d) Words with a different final letter, e.g. rat ram ham

e) Words that have the same letter in different sequence, e.g. was/saw pots/post, lots/lost.

I. Visual Rhythm

Words placed in sequence

J. Letters in sequence in a word

5) Phonics is one of the most essential processes in learning to read. The student must know phonics in order to understand the composition of words and discover new ones. If the student has a good phonic knowledge he can then attack and discover new words.

6) Blending - One of the most important things and one which is often

overlooked in phonics is the ability to blend sounds. Without the ability to blend sounds together into words, phonics is of no use.

Take the word "man". It is made up of m - a - n. Separately the sounds m - a - n mean nothing, but blended together m-ma-man they at once have meaning.

These are the basic processes which together make an integrated programme. The teacher will know what the progressions are in each area and teach his student according to his needs. The student may be excellent at visual discrimination and not very good at auditory discrimination and so the teacher's emphasis would then be on auditory discrimination. The student may have difficulty in blending sounds together and so the emphasis will be on that area. However, each lesson should contain a certain amount from each area of learning with emphasis on the difficulties.

WRITING

Two types of students can be identified with widely varying skills required for the successful teaching of writing. The teacher can identify these two types of students as those who are totally illiterate and those who need to learn a new script.

A) Total Illiterates - It is assumed that the students have not learnt to write and very basic skills must be taught, e.g.

1) How to hold a pencil correctly - remember that this must be taught.

2) Fluid Movement - In the early stages large arm movement helps the student to control the pencil and not have constricted muscles - which cause tiredness. It is advisable to start with large shapes using the whole arm and flexible wrist rather than small shapes which tend to make the writing very heavy and uneven and the writer tired (writer's cramp). If he does not start with large shapes there will be no fluid movement.

3) One of the most important things in learning to write is to have correct relationships so that all letters are the same size and on the same line -

a

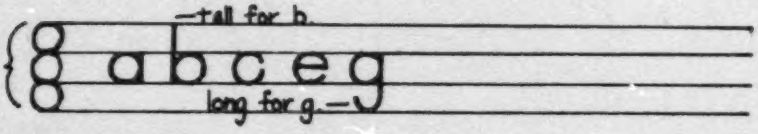
not: I m a wom

an

but: I am a woman

The order in which letters should be taught is important. The downward strokes should come first, then the circles, then the variations. The letters b and d should not be taught near each other as there could be a visual discrimination difficulty. B and P could be taught at close proximity if the relationships have been stressed.

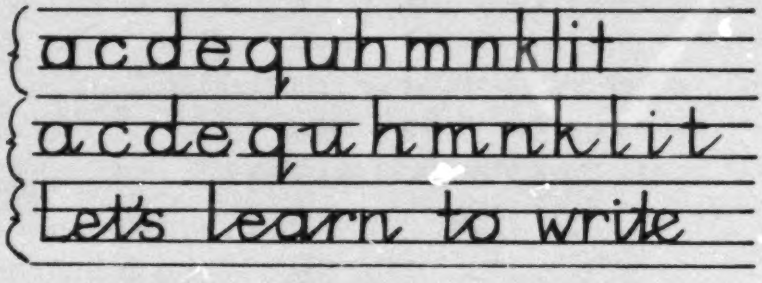
Keep in the middle line



A suggested order is l i t o a c b p e g q r h n m f u s k j d v w x y z

Capitals come next in order and it is important for the student not only to recognise them but to be able to use them in the correct places.

Last of all it is suggested that instead of learning cursive or modified cursive - which involves a second process, the letters could be looped to form words.



Let's learn to write.

B) Students who are unable to write English have to learn a new script. They have already developed such basics as pencil hold and have therefore only to:

1) practise the shapes of the letters,

2) practise left to right, top to bottom progressions,

3) learn the name of the letter and its simple phonic sound.

The aim in the writing process is to simplify as much as possible. Script, which is what is seen when learning to read, is taught, and even though the letters are looped at a later stage there is still only one basic process to be learned.

* * * * * * * * * * * * * * * *

A WEEKLY NEWSLETTER IN SIMPLIFIED ENGLISH FOR MIGRANTS

*Gloria Keil

At the Advisory Teachers Conference held in Canberra in January, 1978 I had intended to talk about Tasmania's solution to the universal cry from tutors for supplementary reading material - simple, adult, interesting and relevant.

Despite the fact that the Language Teaching Branch has answered the cry and we will soon be supplied with such material, there may be a long enough period before it is available to warrant an interim measure.

For two years, without too much stress and strain, Tasmania's Migrant Education Office has supplied a weekly simplified newspaper to every class student. The copies are sent to the class teachers who use them as they see fit. The use varies according to the type and standard of the class and ranges from the newspaper being handed out to keep the first arrivals busy while waiting for the stragglers to settle down, to single news items being selected as a springboard for discussion.

Format

5 or 6 duplicated sheets stapled together, three with news items, one with two crosswords, one easy and one "hard", both using words from the news items, and the other one or two sheets made up of some of the following:

- Contributions from students from the advanced classes, some individual efforts, some joint efforts by the whole class with the teacher helping;

- Bits from letters written by students who have moved on or who are on a trip home;

---

* Mrs Keil is Supervisory Teacher with Adult Migrant Education Services in Tasmania.

- Favourite recipes, mostly from the ladies but including an occasional quick and easy one from a man; (If you want a recipe for liver toast, I'll be pleased to pass it on.)

- Favourite jokes;

- Descriptions of funny, unpleasant or puzzling encounters with the natives;

- Australian poetry;

- Lawson's stories - simplified; (Somebody from Migrant Education somewhere sent them to me and they went well printed as serials.)

- Australian habits and customs - something the students asked for and which provoked discussion and comparison and lively interest in every class. Don Spicer's article on Education for Citizenship will come in handy for the next series. (See Newsletter Vol. 3, No. 3 - Ed.) One custom a student insisted was commonplace, was that middle-aged men jerk their heads in an odd way when saying "good day". Someone suggested it came from convict days when shackled wrists prevented the handshake. I was supposed to research and report. Any ideas, ex - Tasmanians?

- Anything I find that I like the look of, easy or difficult, from short stories to language puzzles and limericks that I know will interest at least some of the students.

Advantages

- A regular supply of reading material keeps tutors and students happy.

- It's a marvellous vehicle for communicating with students - whether to plug Migrant Education's address and phone number, describe new classes, urge them to come in and see us sometimes, exhort them to write more for the students' page, give them information about coming events that might interest them, tell them about available services.

- There's something in it for everyone. (Some classes at first content themselves with the first two news items - the easiest, and consider themselves hot stuff when later in the year they're coping with more, and really hot stuff when they discover they can tackle the easy crossword!)

Disadvantages

- Once you start sending it, both teachers and students want it to keep coming and it becomes a weekly grind, worthwhile, but a grind.

Our 250 - 300 copies a week supply all the part-time classes, the 25 Accelerated Course students, some home tutors, some correspondence students and the leftovers are taken by literacy tutors and a couple of secondary school remedial reading teachers.

An ex-teacher writes the news items and crosswords, the Advisory Teacher organises the students' contributions and other non-news material and the office assistant who, praise be, works hard and well on Friday afternoons and Monday mornings, does the typing, duplicating, collating, stapling and mailing before noon on Mondays.

That's how it works in Tasmania and it's an interesting exercise for anybody. However, even with a reliable writer delivering the news items on time, if there's only the Advisory Teacher and the office assistant to do the rest, I wouldn't advise a circulation much bigger than 250.

This Advisory Teacher finds it advisable to be available to lend a hand on Mondays with the collating and stapling because more than a couple of interruptions on Monday morning can lead to the office assistant being rather pressed to get everything done before noon.

Here is a copy of this year's first issue of News of the Week.

NEWS of the WEEK

20 February, 1978

Speed boat sinks

Bob Hunt is 43 years old.
He owns a speed boat.
At the Hobart Regatta,
Bob was driving
his speed boat in a race.
He was going very fast
when his boat hit a big wave.
Parts of his boat broke up &
then it sank in the river.
Bob Hunt was not hurt.

Out of work

7.29% of Tasmania's workers
do not have a job at present.
That is more than 12,000 people
who cannot find a job.
571 students who left school
at the end of 1976
did not have jobs
at the end of 1977.

A record

At a sale in Melbourne,
a goat was sold for $20,000.
It is the highest price
that has ever been paid
for a goat anywhere.
The goat is an angora buck
and mohair is made from its coat.
The buyer is from N.S.W.
He has 200 angora goats
and he sends the mohair to England.

Lake Pedder

The new Lake Pedder
is 26 miles long.
Now you can see Lake Pedder
while you sit in a ferry boat.
One of the Hobart ferries
has been taken to Lake Pedder.
You can go on a 3 hour trip
and have your lunch on the boat.

Bomb Blast

Last week in Sydney
at the Hilton Hotel,
the Prime Minister, Mr Fraser,
had a big meeting
with leaders of South East Asian countries.
They were from
India, Malaysia, Singapore, Tonga,
Papua New Guinea, Bangladesh,
Sri Lanka, New Zealand,
Western Samoa, Nauru and Fiji.
Very early one morning,
while the leaders were asleep,
a bomb went off
outside the hotel.
Two people were killed by the bomb
and nine people were hurt.
The bomb was in a rubbish bin
outside the hotel.
The bomb went off
as the garbage men emptied the bin
into the garbage truck.

A grave book

Mr and Mrs Emberb run
a restaurant at Lilydale.
They serve their food
as it is served in Scandinavia.

They also have a small winery.
On their days off work
they like to visit old graveyards
and they have written a book called
"Gravely Tasmanian", a friendly guide
to some Tasmanian graveyards.

Japanese couple marry in Australia

Yasuko comes from Japan.
When she was 15 years old,
she left her home in Japan
and stayed for a year
in Swan Hill
as an exchange student.
Swan Hill is in northern Victoria
on the Murray River.
She made many friends in Swan Hill.
When the year was up,
she flew 9,000 kilometres
back to her home in Japan.
Now Yasuko is 25 years old.
This year she planned to marry
a man from Japan called Yoshihiro.
She wanted all her old friends
from Swan Hill to meet Yoshihiro,
so the couple flew to Australia.
They had their wedding
in an old church in Swan Hill.
Yasuko arrived at the church
in an old carriage
that was pulled by a horse.
After the wedding, the couple
and their parents, who also came
to Australia for the wedding,
walked around the town
talking to the local people.

Was he drunk?

Two years ago in England,
Roger Rimmer lost his licence
because he was drunk
when he drove his car.
So he bought a horse and carriage.
Last week he was in trouble again.
He was found guilty of being drunk
while he drove a horse and carriage.
He was fined $17.00.
He told the judge
that he was not drunk
but that his eyes were bloodshot
because he was sitting
on top of the carriage
on a windy day.

Miners' picnic

Last week at Strahan beach,
600 miners from the West Coast
went to the miners' picnic.
Miners in the area
have had a picnic every year since 1905.
Most people bring their children
and arrive about 10.30 a.m.
The children run in races
and have free ice-creams and lollies
while the mothers set up
a picnic lunch.
The fathers drink cans of beer
while they watch the children running.
It is a friendly, happy day.

Bushy animals

Along parts of the Midland Highway,
there are some bushes
that have been cut
into the shapes of animals.

Mr Cashion, who shaped the bushes,
has hurt his back
and cannot trim them anymore.
The Department of Main Roads
has found a new man
to keep the animals in shape.

G.M.H. loses money

Australia's biggest car maker
is General Motors-Holdens Ltd.
The company started making cars
in Australia in 1948 and
built its first Holden in that year.
Since then the company
has always made big profits
but in 1977, it made a loss
of $8,400,000.
In 1977, 25% of all new cars
that were sold were Holdens.
The manager of G.M.H.
hopes that the company
will make a profit again in 1978.

Solo flyer going well

David Cyster is flying 9,250 miles
from Britain to Australia
in his small Tiger Moth aeroplane.
He is flying alone
and is making the flight
because it is 50 years
since the first solo flight was made
from Britain to Australia.
He has already reached Greece
and from there he will
be flying to Cairo.

Frost ruins apples

The Prime Minister, Mr Fraser,
will not give any money
to apple and pear growers in Tasmania
who had their crops ruined
by frost and hail in November.
29 growers in Tasmania
lost all their apples and pears.
Mr Fraser said that the growers
could apply for unemployment benefits.

FREE INTERPRETER SERVICE

Do you need help
in your own language
to talk to lawyers, doctors, schoolteachers,
estate agents? Ring 20 4427
Visit Immigration Department, Ground Floor,
188 Collins Street, Hobart.

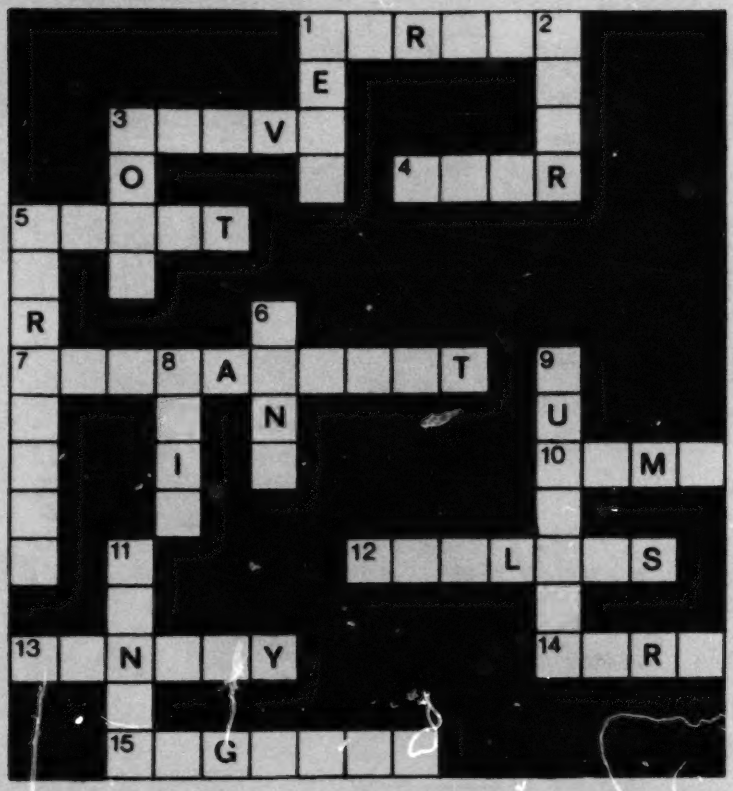
Changed its name

The passenger cargo ferry called
the Australian Trader
carried passengers and cars
between Sydney and Hobart until July 1976.
It was later bought by the Navy
and given a new name.
The ship is now called H.M.A.S. - Jervis Bay.
The Navy spent $720,000 on it
to change it into a training boat
for new officers to learn
the skills of life at sea.
Now it is painted grey.
Last Friday, the Jervis Bay
arrived in Hobart from Sydney
on its first voyage
as a ship of the Australian Navy.
It left for Sydney again on Monday.
The Jervis Bay does not carry guns.

A luxury ship

At 7.40 a.m. on Monday,
the giant ocean liner
called Queen Elizabeth the Second
sailed up the Derwent River
and berthed in Hobart.
The liner is about 300 metres long
and is carrying 1,400 people
who are all very rich.
The ship is very luxurious.
It has 25,000 bottles in the wine cellar,
4 restaurants and a shopping centre.
1,000 people work on it
to look after all the passengers.
If passengers want a special meal
and it is not on the menu,
the chef will cook it for them.
The cost of the 96 day cruise
around the Pacific Ocean
is $29,370 if you want the cheapest cabin.
If you want the biggest cabin,
which is 2 storeys high and like a house,
it costs $155,000 for the 96 day cruise.

THIS WEEK'S EASY CROSSWORD



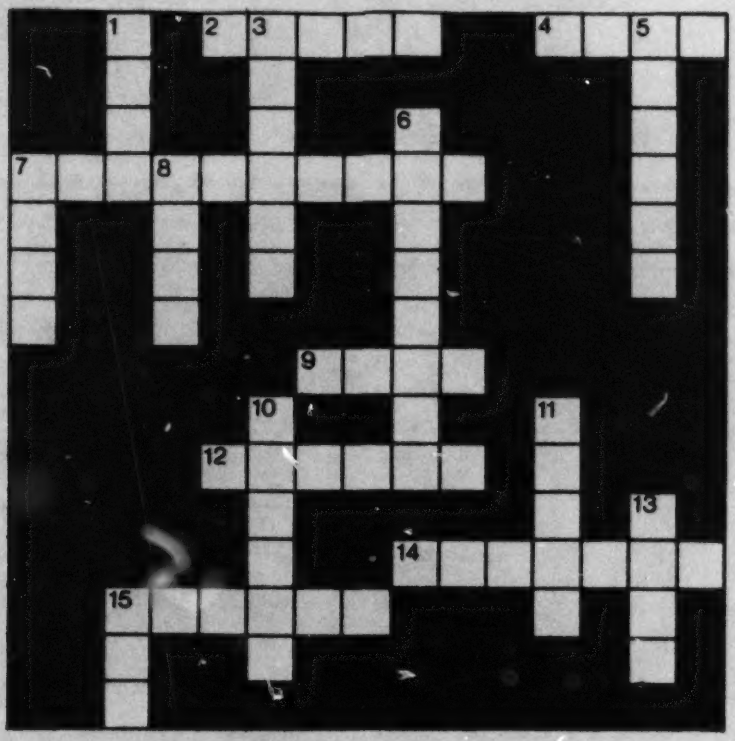
CLUES ACROSS

1. River on the border of Victoria and N.S.W.
3. Place where a dead body is buried.
4. A brown drink made from hops.
5. The sea boundary of a country.
7. A place where you can buy a meal.
10. It is made with explosives.
12. Sweets.
13. Place where wine is made.
14. Injured.
15. A main road.

CLUES DOWN

1. Men ..... their friends at a hotel.
2. 365 days.
3. Small animal with horns. (rhymes with coat)
5. 4 wheel waggon pulled by a horse or horses.
6. To chase and try to shoot wild animals.
8. Clip or cut branches off a bush or tree.
9. Garbage.
11. Midday meal.

THIS WEEK'S HARD CROSSWORD



CLUES ACROSS

2. Frozen dew on plants or on the ground.
[illegible]ealthy.
7. People who pay to travel on a ship.
9. Frozen rain.
12. Journey by water to another country.
14. The person in charge of a company.
15. The city of Athens is in ..... .

CLUES DOWN

1. The opposite of profit.
3. Destroyed or wrecked.
5. A place where bottled wine is kept.
6. Naval skills are learnt on a ..... ship.
7. A juicy fruit with small seeds in the centre.
8. Flying alone is called flying ..... .
10. An Australian-made car.
11. Opposite of expensive.
13 A list of different foods that you can order at a restaurant.
15. The initials of "General Motors-Holdens Ltd."

STUDENTS' PAGE

How I see Tasmania

To be truthful, when I first heard of Tasmania, I did not even know where it was. By the name it sounded to me like one of those new independent African countries. But soon I got to know the location quite well, because my two brothers settled there. Out of the letters I received, rose the idea that even for me it would be a good place to live.

Nevertheless, it took me a number of years and the support of my wife to decide to come to Tasmania.

When we finally arrived, we were surprised at how similar it looked to some parts of Germany. At the time it was spring. Everything was green and not as we actually expected, yellow and bone-dry.

I will never forget my first sight of Hobart, when we came from the airport and saw the river, the bridge, the city and Mt. Wellington all at once. It really looked magnificent. With no doubt I would classify Hobart amongst the best situated cities I have seen. It is no wonder that some proud city dwellers call it "The Pearl of the Tasman Sea".

Probably the most impressive fact for a migrant when he arrives in Tasmania is, that every family is able to have its own house and block of land. This keeps the families away from the problems which are the biggest for most of the European families, such as, not enough room, differences with the landlord and the always present fear of being set on in the street.

I do very much appreciate the way of life in Australia. Everyone seems to me more relaxed than elsewhere. The people call each other by their names. Nobody asks for certificates which prove that you really exist. I find life much easier that way. Also, I like the way young people meet at parties in their own houses, which is only possible because there is enough room.

Our first flat was in Lindisfarne and we liked the country life style from the first day. There were only two things which upset us regularly, the smoking incinerators and the armada of noisy motor-mowers. I find it a complete nonsense to burn rubbish, because of the council's well organized and free rubbish removal. My wife had, and still has, the biggest problem to get the washing dry without having it smoked several times. I wonder how other people cope with that problem. Also, I think that a great many of the lawns are just not big enough to make it worthwhile to use a motor-mower. In my opinion, most of Hobart's residents would be well enough equipped with a manual mower.

Another thing we were surprised at, is that Tasmanians obviously do not like trees. In some of Hobart's suburbs there is hardly a tree to be found. Just imagine how well a flowering gum tree would suit most of the empty front yards.

Anyway, for us the main attraction of Tasmania is the ocean. So many clean and deserted beaches - just unbelievable for a European who is used to the crowded and polluted beaches of the Mediterranean Sea.

The variety of food you can buy is surprisingly good. Before we arrived here, I always thought that Australians only eat vegemite, meat pie and steak. It is certainly not like this. The only thing which worries me as the family shopper, is that on most of the perishable goods there is no date of production.

Nowhere else have I realized how much people depend on their cars. Hardly anyone walks further than to his car.

So, from the migrant's point of view, in the first year everything seems a bit strange and the wrong way around, but once you get used to all the differences it is quite pleasant to live here.

Klaus J. Schmalfuss.

IDIOMS

To get the hang of something.
S'habituer à quelque chose.
Acostumbrarse a algo.
Sich gewöhnen an ...
Abituarsi a qualche cosa.

To hang about.
Flâner / Traîner.
Callejear / Holgazanear.
Herumlungern / Sich herumtreiben.
Bighellonare.

LIMERICK

A flea and a fly in a flue,
Were trapped so what could they do?
Said the flea, "Let us fly,"
Said the fly, "let us flee."
So they flew through a flaw in the flue.

Dear Students,

Welcome back to the English classes.
Has anything of interest happened to you lately? Write and tell us about it.
Remember our address: Migrant Education
Ground Floor
134 Macquarie Street

Phone 30 3376

Write to: Box 1182M, G.P.O.
Hobart, 7001

TALK AND LISTEN

*Richard A. Via

Reprinted from "English Teaching Forum", Vol. XV, No. 2, April 1977, with kind permission of the author and the "TESL Reporter", in which this article appeared in its original form.

Richard Via, of the East-West Center, Honolulu, has written several articles on teaching English through drama, and he has recently published a book setting forth in a comprehensive manner his approach to the teaching of English through drama: English in Three Acts (Honolulu: University of Hawaii Press, 1976). In this article Mr Via describes a technique that can be used in any English class to train students to listen, to help them learn dialogues and develop a natural manner of speaking, and, perhaps most important, to help them bridge the gap between classroom work and communication in English in the real world outside the classroom.

To enhance a conversation class, teachers of English can make use of an effective technique that professional actors employ to develop a conversational tone and to aid them in learning their lines. In the theater the technique has no name, but I have dubbed it "talk and listen", for that is what the method calls for.

Advantages of this technique

There are many values in using the "talk and listen" system with students of English. It can train them to listen, it can help them learn dialogues, it can help them develop a conversational tone (talking rather than reciting), and not last (for there are still other values) nor least - "talk and listen" is fun.

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* "Talk and Listen" originally appeared in the "TESL Reporter", Vol. 8, No. 4 (Summer 1975), a publication of the Communication and Language Arts Division, Brigham Young University - Hawaii Campus. Reprinted from "Language Teaching Forum".

Let me make a few useful observations about listening. A good actor, like a good conversationalist, must be a good listener. By listening an actor can judge how he needs to respond. The way something is said to a performer (or anyone) affects the way the other performer responds.

For a language learner the same holds true. Listening provides the learner with added opportunity to pick up a needed word or phrase to use in his reply.

By talking to another actor, rather than merely reading the part, the actor or conversationalist becomes more interesting - the difference between reading and talking is tremendous. Yet in most classroom situations dialogues are read aloud rather than spoken as conversation.

All too often students are asked to memorize a dialogue and recite it in class. This seems to work well in the classroom, and the student receives an "A". But in the real world these rote recitations cause the student to fail. The words come tumbling out with no thought behind them, because that is the way they were memorized.

A sad but frequent consequence of this is that the speaker is not understood by the person he is speaking to, and thus there is no communication, no exchange of information. This isn't a problem in a classroom where dialogues are memorized, because there it isn't necessary to listen or to communicate. The cue for the "listener" to begin speaking is not the message of the first speaker, but the silence. In other situations the dialogue often comes to an abrupt end if the listener, not having learned the dialogue, replies with an original sentence that is logical and appropriate but not part of the written dialogue that the student has learned. This new sentence leaves the student - the memorizer - in a bewildered state, unable to reply. He gets an "A" in the class but an "F" outside. This does not happen with "talk and listen", which trains students to talk and listen and talk.

How to do it

Perhaps the best way to start students on the "talk and listen" system is to use "talk and listen" cards. First, choose or write a simple

dialogue of six to eight lines. Then put the lines that A speaks on one card and those of B on another, like this:

A: Why do you always do that:	A: _____
B: _____	B: Do what?
A: You know. What you're doing now.	A: _____
B: _____	B: Why? Does it bother you?
A: Oh no, not at all.	A: _____
B: _____	B: Then why did you ask?

Since A speaks first, A reads his first line to himself. (B does not look at his card yet, but waits for A to speak to him.) A then makes eye contact with B and says his first line to B. When A has finished speaking, B reads the first line on his card to himself, then looks up and says it to A. The entire dialogue is done this way. The students may refer to their cards as often as necessary, but whenever someone is speaking there must be eye contact. When one student is speaking, the other one should not be reading his lines, trying to learn them, or planning how to say them; he should be listening to the speaker. He can give a proper response only if he has been listening. When using a dialogue from a textbook or a play, the student should be careful not to read the line that is being spoken to him. In most cases a student who reads the line that is being spoken to him will hear his own "inner voice" with its interpretation louder than the real voice of the speaker.

A useful precaution

If you should notice that students are making eye contact but are not listening, put two sets of dialogues on the cards. This will require listening to elicit a sensible dialogue. For example:

A. It was good to see you yesterday.

OR

Did you know I was going to Detroit?

B. No, I didn't.

OR

It was good to see you, too.

A. Yeah, I'm going to Detroit.

OR

It was a good party, wasn't it?

B. Oh, it was O.K.

OR

For how long?

A. Permanently. I'm moving there.

OR

Are you going to the picnic Saturday?

B. Oh, not on a vacation?

OR

I'm not sure.

A. It should be fun.

OR

No. I'll miss this place.

B. We'll miss you, too.

OR

Well, I'll try to go.

Further possibilities

Once the students have learned to use the cards, there are other things you can do that are both fun and effective. Speaking the lines in different natural tones or speeds will show how languages can be changed in meaning or feeling by these means. The greatest change and the most fun occurs when you give the circumstances surrounding the situation. By this I mean the who, where, what, when - anything that might control the way the sentences are spoken. Every dialogue changes according to these circumstances, yet rarely do teachers think to add them.

For example, in the first dialogue above how would the lines be spoken if:

- A and B are a married couple watching T.V. B keeps changing channels.

- A and B are parent and child. B, the child, is biting his fingernails.

- A and B are lovers. B is stroking A's hair.

The dialogues for "talk and listen" may be written by the teacher, taken from textbook dialogues, or selected from suitable plays. The class may be divided into pairs using different cards or the same cards, with each pair deciding on the given circumstances. After working together on the dialogues these pairs could present them in front of the class for all to enjoy. More than likely after working on the dialogues they will know the lines and not need the cards. In case they have not learned them, let them refer to the cards rather than memorize the lines.

TOWARDS ADEQUATE COURSE DESCRIPTIONS AND MATERIALS PRODUCTION

*Ken Method

For some time the Language and Migrant Education Centre of the Department of Further Education in South Australia has been offering a variety of continuation courses for adult students at different levels of ability. The majority of these classes, outside of those using Situational English as a core course book, have been developed in response to student needs, and most of them have been mainly concerned with teaching writing skills. As there have been no course descriptions available and no suitable materials, most of these courses have been developed by teachers, both full-time and part-time on an ad hoc basis.

Early this year it became obvious that the teachers were not functioning adequately because of the lack of materials, and it was decided to establish a materials writing programme to meet the needs of this particular kind of class. It is, however, difficult if not impossible to produce materials in a vacuum, and so it was decided that the first step towards a materials development programme had to be an attempt to produce detailed and systematic course descriptions. It was decided to hold a weekend residential seminar/workshop. The following is a report on this workshop.

Prior to the workshop, the twenty-five teachers due to participate submitted to the course organiser a brief outline of the courses they were offering. It was hoped that these outlines would provide a basis on which to build course design. In the event, it turned out that they were not suitable for this purpose, but only as a basis for discussion. There was considerable overlap from one course to another; little, if any, real grading of courses so that a student completing one course could then move on to another; and the courses lacked exact definition of objectives. It was decided, therefore, to produce a five level 'skeleton' course, and to offer this to the teachers as a basis for discussion and development. The outline offered at the workshop is produced in Appendix I.

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* Ken Method is Materials Consultant at the Language and Migrant Education Centre in Adelaide, SA.

After discussion of this document, it was decided that with certain modifications it provided an acceptable scheme for development. The modifications were as follows:

It was felt that there should be three separate elementary levels to cater for the needs of different kinds of elementary students. It was also felt that the workshop/seminar need not concern itself with the Advanced level, as there were, in fact, few problems in catering for such students and adequate materials were readily available. It was felt that at the post-intermediate level, there should not be three parallel courses, but a single core course leading to three 'English for Special Purposes' short-duration elective courses: business, industry and general clerical/administrative.

After presentation of the outlines by the course organiser and discussion, the workshop participants divided into working groups of three or four members each and each group set about producing a detailed course outline at a particular level.

The first session began after dinner on a Friday evening at 7 p.m. and ended at 9.30. Group work began immediately and, in the case of many groups, continued into the early hours of the morning. By noon the next day, the course outlines had been completed ready for typing and mimeographing, and after lunch all the participants reassembled to hear the course organiser's second talk: Points to bear in mind when preparing materials. (Appendix 2) This was followed by a brief discussion, after which the participants returned to their groups to begin work on producing a first unit of materials related to their course descriptions.

After dinner the same evening, by which time all the course descriptions had been mimeographed and circulated, participants reassembled to discuss and evaluate and, if necessary, modify the course descriptions. The most significant point to emerge from this discussion was that it is not possible to list, let alone sequence, the structural items for a writing course until it is known which structures the written material is going to, so to speak, 'throw up'. The kind of passage, etc., that the students will be writing has to be written by the materials writer

before the list of structures is finalised. Also, of course, passages need to be modified as well if the final sequencing is to be appropriate.

After this evaluation session, participants returned to their groups and, once again, burned the post-midnight oil. As each unit of material was completed it was handed in for typing and mimeographing. By noon the following day, every unit had been copied and after lunch the participants reassembled for an evaluation and discussion session on the materials produced.

Finally a small 'materials and course design committee' was formed to modify both the courses and materials produced, in the light of discussion, and to monitor the continuing flow of materials that would be coming from the participants as a result of the workshop/seminar. The materials so produced would then be tidied up where necessary, or referred back to their writers for revision, and then reproduced on the Centre's offset equipment.

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Few if any of the participants had ever attempted either a detailed course design before, and only a very small number had ever attempted to write planned and systematic materials. Writing as the organiser of the workshop/seminar, I must say that I was more than a little surprised by the sheer amount of work done over the weekend. Instead of there being, as is so often the case, a great deal of talk with little actual production, the workshop had produced course descriptions that could be put into immediate effect and the participants were well on the way to producing new materials to go with the courses. Many of the participants also found it refreshing to be actually doing something themselves, instead of simply listening to the word of some pundit or other, and they all benefited from the discussions with members of their groups and with members of groups working on lower and/or higher levels. Not only did they know where their students had been, linguistically speaking, but they knew where they were going!

In organisational terms, the weekend was simplicity itself: the teachers gave their time but were paid a token travelling allowance to cover the cost of their petrol (about $5.00). The Department of Further Education paid for their board and lodging. (As the Goolwa Conference Centre is owned by the Government anyway, this was money from one pocket to another, and the total budget was about $600.00). We took down office equipment with us, as well as a materials resources mini-library. The Deputy Head of the Centre acted as secretariat, and anyone who could type lent a hand. We would, in fact, have been better off with a paid professional typist (as would the Deputy Head, who typed his two fingers to the bone!).

Although none of the participants were either professional 'course designers' or materials writers, the standard of the work produced was probably as high as anything being produced professionally in Australia today.

If all this sounds as if we are all rather pleased with ourselves, it is because we are. None of us really knew what to expect from the workshop, and what we got out of it exceeded expectations. The enthusiasm and dedication of the participants was, I thought, incredible. All they seemed to need was to be given a specific objective and they were away. I suspect that the Goolwa experience would be repeated throughout Australia if groups of teachers could get together in the same way and work together, in a residential environment. It is the being 'thrown together' without outside distractions for a reasonable period of time that, I suggest, makes this kind of group effort possible, and makes it possible to get through so much work in so short a period of time. Also, the fact that everything is produced as a result of a consensus of opinion means that everyone supports it. Instead of the course descriptions being imposed on the teachers from 'on high', the teachers themselves are responsible for them.

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APPENDIX 1: A starting point for course descriptions

Student levels:

1. ELEMENTARY:

- reasonable ability to communicate orally at survival level;
- inability to write with ease in manual terms;
- inability to write what they can say correctly (names, addresses, numbers, simple statements, directions, instructions).

Needs: basic literacy programme - non-specialised spelling; simple messages; basic biographical information; filling in forms.

2. PRE-INTERMEDIATE:

- reasonable spoken English - an ability to discuss everyday matters;
- no serious manual problems;
- poor spelling but common words known;
- can write names, addresses, numerals, etc., and simple messages; simple biographical material, simple statements, directions, instructions, etc. and some of what they can say.

Needs: an advanced spelling programme; basic personal and business letters; instructions; simple narratives.

3. INTERMEDIATE:

- adequate spoken English for most non-academic purposes;
- no manual problems;
- some spelling difficulties;
- can write much of what they can say but only in its 'spoken form';
- difficulty in linking and organising ideas;
- can use only the simplest of structures and tenses.

Needs: simplified letters of all kinds; simple description, narrative and exposition; widened syntactic range (controlled); ad hoc spelling topics, as needed.

4. POST INTERMEDIATE:

- good spoken English, able to talk about most subjects;
- no manual difficulties;
- only occasional spelling problems;
- can write a reasonable letter, but lack syntactic and organisational skills.

Needs:

1) guided writing activities in non-specialised letters, reports, summary and paraphrase;
2) guided writing activities in business letters;
3) guided writing activities in reports and summary.

5. ADVANCED:

- very good spoken English;
- no manual problems;
- few spelling problems;
- can express in written form complex and abstract ideas but need help with advanced vocabulary and the finer points of grammar and style, and in the organisation and presentation of ideas.

Needs:

1) academic level comprehension, essay writing and summary;
2) creative writing.

Given the above approximate five levels of ability and language needs, appropriate methods and materials need to be devised to meet these needs.

Because of the nature of the migrant student - his spoken English ability and to a large extent, total immersion in an English-speaking environment, materials and methods cannot be based either on conventional or even modern TESL techniques or on first language teaching techniques: a marriage of the two is needed, with appropriate devices from each being wedded into a coherent methodology. What we are really concerned with is developing a wholly new philosophy and methodology for language teaching - one that is appropriate to the needs of our students.

APPENDIX 2: Points to bear in mind when preparing materials

Presentation of items to be taught:

It is suggested that students need to be presented with an example of what they are going to study: in spoken English this could be a dialogue with a specific communicative function; in written English it could be a prose passage of a particular kind. The presentation item should, perhaps, meet certain criteria:

1. It should contain the grammatical/structural items that are going to be taught, and such items should be at a level appropriate to the students' ability; and they should be, as far as possible, natural developments from previously taught items;

2. It should not contain any other items that the student will be required to produce that he has not already studied and achieved reasonable competence in using;

3. It should function as a matrix, or model, which the student can reproduce with varied ideas and vocabulary;

4. It should be relevant to the students' interests and needs.

It follows from the above that except at advanced levels presentation materials will need to be specially written or adapted. It is extremely unlikely that passages from books, newspapers and magazines will meet all these criteria or the criteria established in the course description. At the very least such passages will have to be adapted for all but advanced levels of study.

Practice materials:

Practice materials should be designed to lead the student step by step towards competence in producing the kind of passage that will be the end product of each teaching unit. And each unit should perhaps have an end product that requires the student to apply what he has learned. In order to produce this end product the students should:

1. Be able to use the structures they will need. (Usually they will not be able to produce them until they can receive them with total comprehension, therefore an element of reading comprehension seems to be essential in any writing course.)

2. Have at hand the necessary vocabulary to express their ideas within the structures at their command.

Generally speaking, before students can use a structure to express their own ideas, they need to practise it expressing given ideas. Similarly, before students can use groups of structures - sequences - to express their own ideas, they will need to practise these groups expressing given ideas. Students who experience major spelling difficulties will need additional help, as their spelling problems may block their use of words within a structure they can manipulate orally.

It should perhaps be noted that most people, even in their native language, are not natural 'writers'. Students will need to have their confidence in their written skills developed. It is important to ensure, therefore, that the end product of a unit is within the capability of the students. The degree of guidance needed can range from total control at the elementary level (i.e. the end product is little more than a copying exercise with or without substituted vocabulary, or the presentaion passage represented as, for example, a cloze passage) to outline notes, with key structural cues at the intermediate level to completely free writing, subject only to thematic or conceptual limitations at advanced levels.

The purpose of practice materials:

1. To direct students towards an understanding of the gist of the presentation material:

- short answer questions
- students correcting the false statements

2. To direct students towards an understanding of the details in the

presentation material, both in structural, lexical and semantic terms:

- multiple choice questions
- complete answer questions
- cloze paraphrases, etc.

3. To provide new vocabulary, thematically related to the presentation material that will be required by the students for the end product of the unit:

- multiple choice questions
- substitution type questions

4. To provide practice in using the new structural items: (A wide variety of exercises is available. These can be obtained by studying published material by such authors as O'Neill, Alexander, Spencer, Jupp, Ridout, etc.)

5. Practice should be provided using the structures in isolation with given content; in isolation with students' own content; related to other structures with given content; and related to other structures with the students' own content.

6. To provide practice in writing the kind of passage that is the end product with given content.

7. To provide an opportunity for the student to produce the end product using his own ideas.

Choice of kinds of exercises:

There is an abundance of exercise types. The materials writer needs to select the kind of exercises most suitable for his purpose and for his particular group of students. He needs to establish the specific objective of each exercise and assess the extent to which a particular kind of exercise is appropriate for this objective. Is the exercise strictly relevant to the objective? Are the demands it makes on the student adequately limited? Does it most effectively practise or reinforce what is to be practised or reinforced? Does it contain a

significant transfer value? Does it make irrelevant demands on the student?

Is it, in fact, the most effective kind of exercise for the purpose for which it has been chosen? The materials writer needs to be aware of all the exercise options so that he can make the best choice. This requires a serious and continuing study of published materials.

Evaluation:

If, after having been taught a particular unit the student is unable to produce the end product with reasonable competence, then the teacher or material writer needs to find out what has gone wrong.

1. If the majority of the students in the group have produced a correct end product, then the materials are probably working well.

2. If, however, a signficant number of students have experienced difficulty, then either the materials are wrong or they have been inadequately presented.

3. If the materials are wrong, it may be that they are not wrong in absolute terms, but wrong only for the class in question. The same applies to the teacher's presentation of them.

To a large extent the quality of the materials and their appropriateness will determine the success or failure of a course. A weak teacher can often achieve good results with good materials, but a good teacher will find it difficult to achieve good results with bad materials, for they tend to confuse students and retard progress.

When we are trying out new materials, whether our own or from published sources, we need to ask ourselves whether what we have done was what we ought to have done and whether we have done it in the most effective way. We need to ask: which exercises and activities worked really well? Could even these be improved in any way? Which exercises or activites seemed to founder, to present new problems rather than

solutions? Why? What mistakes did our students make? Were these mistakes unrelated to this particular lesson? If the latter, were they fossilised errors requiring remedial treatment, or were they errors that should have been foreseen and the teaching unit constructed to take them into consideration.

One final point. Language teaching is bedevilled by people who think they know all the answers and that one particular approach or method is the only correct method. Such people will scorn any materials that do not conform to their own rigid preconceptions. Criticism from such people is worthless. Materials can be judged not on the basis of whether or not they conform to the fashion of the time, but whether it can be empirically demonstrated that they work as well as or better than alternative materials and methods. It must also be emphasised, however, that teachers do not make good evaluators of their own materials: they are too close to them, too personally involved in making them work. Materials should always be evaluated by other teachers, provided such teachers will evaluate them objectively and with an open mind.

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TESOL CONVENTION

Teachers of English to Speakers of Other Languages will hold its 13th Annual Convention in Boston, Massachusetts, at the Sheraton-Boston Hotel on February 27-March 4, 1979. For information, write to Prof. Carlos A. Yorio, Department of Linguistics, University of Toronto, Toronto, Canada, or to TESOL, Georgetown University, Washington D.C.

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The Department of Immigration and Ethnic Affairs has brought to our attention that the term "naturalisation", used in an article in our May 1978 issue (p.18), is outdated. The more appropriate term suggested by that Department is "the grant of Australian citizenship". - Ed.

GETTING AWAY FROM THE TEACHER-DOMINATED CLASSROOM

From an article by C.J. Brumfit*

I want to relate this discussion to the teaching of beginners because, in the nature of language teaching, there are more beginners than finishers, and - more seriously - because there is a danger that the teacher who reads this may well feel inclined to retort, 'Ah yes, all this non-intervention is fine, provided the students have already been through a thoroughly drilled and explicitly organised teaching system; of course they can benefit from opportunities for practice, provided someone has given them some language to practise with'. I am not, as will emerge, totally unsympathetic to this retort but I do think that it would be most unfortunate if the impact of my suggestions were limited by such a reaction.

Ultimately, the classroom can only be a 'free' class within a definition which the teacher understands of what the purpose is of that freedom. The function of research and discussion is to make that definition as explicit as possible so that the teacher can operate in the light of the best available understanding - but it is the teacher who operates; he cannot avoid being central and however freely the pupil may appear to be operating, it will always be within a tacit framework of what the teacher has allowed. For this reason, it seems more sensible to concentrate not on the extent of teacher intervention but on the nature of teacher intervention. Teacher intervention cannot be withdrawn, but it can be modified, and its characteristics can be described with greater or less explicitness. It would seem, then, that the discussion of language teaching may be best couched in the form: 'Given the learner is like this, the teacher should organise things like this.' As

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* This is an edited version of an article by C.J. Brumfit, of the University of London Institute, that appeared in the British Council's "ELT Documents", 76/3. In that context, it was titled "Teaching Pupils How to Acquire Language: Some Comments on the Positions Implicit in the Preceding Two Articles". The articles referred to were Richard Allwright's "Language Learning through Communication Practice" and Michael Long's "Encouraging Language Acquisition by Adults in a Formal Instructional Setting".

we are increasingly able to understand new aspects of the language-learning process, so our understanding of the role of the teacher will change. However, as our discussion focuses more and more on the learner, there is a danger that a number of distinctions which are frequently made will tend to be confused with each other, and I would like, briefly, to try to keep them apart.

1. Arbitrary language use versus 'real' language use: except for the language of class organisation and control, language used in the classroom will always be arbitrary, selective and unspontanious, simply because classrooms are places organised for ends beyond themselves. Nonetheless, it is possible to minimise the arbitrariness by means of (eg) simulation exercises, discussion, overt teaching of other subjects, etc. The question here for the teacher is: How close can my teaching take pupils to their anticipated language needs in the outside world?

2. Language use versus language practice: there are many ways of using language in the classroom, but it has to be remembered that while all language use is language practice, not all language practice is language use. In fact, this distinction is really a version of the accuracy-fluency division, for language practice is all too often only concerned with the accuracy of phonological or syntactic patterns. The question for the teacher is: How much opportunity am I giving members of my class to talk as individuals to each other, using as much English as they can, to say things which they have decided to say and which are as far as possible in response to what has been said before - practice for fluency rather than accuracy?

3. Teacher-selected versus pupil-selected items: there will clearly be a strong tendency for the teacher to select many practice items, but even here it is possible for some degree of pupil freedom to be encouraged, particularly in choice of content words at the early stages. Question: How many times have members of my class determined the wording in practice items?

To summarise the position so far, then. It is suggested that the

teacher cannot avoid taking responsibility for the extent and nature of the language work going on in classes under his guidance. The search for 'real' language is misplaced, as scarcely any classroom language is 'real', because classrooms are concerned with equipping people for the world outside: there must always be a willing suspension of disbelief. However, the teacher does need to ensure that practice in fluency (rapid, natural production and reception of contextualised, meaningful language) is provided as much as practice in accuracy. For this to take place, a considerable part of the responsibility for the content of language work must be placed on the pupil, and this responsibility should be given even from the very earliest stages.

Some of the most important implications are considered below.

1. Pupils should be given plenty of opportunity to make mistakes. If there is going to be genuinely fluent practice, many mistakes of phonology, syntax and semantics will be made. To demand simultaneous accuracy and fluent production is to demand the impossible for many students. For this reason teachers need to become aware of the relative significance of various kinds of error. Errors will show the teacher the kinds of problems the learner is facing and overcoming, but it must be recognised that some problems are more serious than others. For example, we accept a great deal of variety in pronunciation in native speech and are more tolerant of pronunciation variation from foreign speakers than we are of syntactic variation, though even here we accept variation far more readily in speech than in writing. Bearing in mind the purpose of the utterance, and whether it is spoken or written, the teacher should be prepared - at certain times - to tolerate a wide range of possible mistakes of accuracy in the interests of developing fluent production and comprehension.

2. Pupils should sometimes be given a moment to think about what they are going to say, so that they can contribute meaningfully to the activity. Even at a very early stage, most patterns can be extended by pupils themselves so that they are making true

statements about themselves:

Tomorrow I'm going to....
or Every day I...

Even filling in slots like this will require a little thought, and specific time (a minute or two) should be given for people to do their thinking.

3. Pupils' utterances in class should be practised in pairs wherever possible, with all the pairs in the class talking simultaneously. This means that the pupil-improvised utterance should be followed by some more or less appropriate response. To use the example given in 3 above:

P1: Tomorrow I'm going to...
P2: (Oh, aren't you lucky.) depending on the place being
(Oh, bad luck.) visited.

Responses of this kind are not difficult to set up and, although strongly controlled, they do give an early chance for pupils to produce language which is a. true, b. their own in part, and c. capable of producing a response dependant on the meaning of what they have said.

Pair-work of this kind might only take 20 seconds before the teacher moves on. With larger material for improvisation and more complex exercises, group or pair discussion - relatively uncontrolled - may go on for an hour or more and be very fruitful. But it should be remembered that the teacher is usually tempted, especially at the beginning, to let it go on for too long. It must not reach the point of being unproductive - but we also need to be much clearer than we have been in the past about what constitutes productive language work.

If procedures such as these are followed right from the earliest days of English teaching, pupils will soon develop an awareness that they need to participate both in the formulation and the production of language items themselves. As time goes on, they will be able, under the

guidance of the teacher, to work increasingly freely and with increased fluency. But this will only happen if the teacher makes specific provision, right from the start, for some type of fluency practice with short units of the kind described above rapidly increasing to larger periods of time.

I want to conclude these remarks by making two points. The first is that it may be objected that teacher control has scarcely been lifted at all in the procedures described above. Certainly this paper has concentrated on discussing means of developing some fluency in the early stages, but I would be prepared to argue that the teacher's presence is strongly felt, even if invisibly, in the organisation and conception of the situation I have described above. With most learners, however, there is need for teacher support to be overt at the early stages. (It is interesting to note that deliberate attempts, such as the Silent Way, and Counselling Learning, to eliminate traditional aspects of the teacher's role, also bolster him up with an elaborate paraphernalia of rules and tricks which the learner has to spend the initial stages in penetrating the mysteries of: the teacher is the one who knows why all the weird procedures are being insisted on.) The second point is that, while the foreign teacher of EFL can fairly easily go to a book to check his understanding of grammatical or phonological correctness, it is much harder (even with Leech and Svartvik, 1975) for him to be sure of the appropriateness in communicative terms of the utterances being produced in the course of fluency activity. This difficulty should not prevent teachers from carrying out the necessary work in this area, but the productive work does need to be supplemented by exposure to aural and written materials in which the discourse is fluent and appropriate for situations in which pupils are likely to need English.

REFERENCE

Geoffrey Leech and Jan Svartvik: A Communicative Grammar of English
Longman 1975.

THE USE OF THE BILINGUAL TEACHER

*Val Davanzo

The question of the appropriateness of using bilingual teachers in certain circumstances, and of the advantages and disadvantages of such a scheme is one that has been posed for a long time. To my knowledge, there have been no definitive statements as to whether or not the use of these teachers, presupposing their availability, is to be preferred or is even considered desirable - where certain circumstances exist.

I am simply going to focus our attention on some circumstances and situations where to facilitate the acquisition of English, particularly basic functional English structures, as quickly as possible, better use could be made of bilingual teachers, where these teachers are available, and where they satisfy certain other criteria.

First, what do we understand by a "suitably qualified" bilingual teacher? Bilingual teachers are those who can function in two settings - in two language environments - with a degree of proficiency. This is not to presuppose that they must be equilinguals (that is, equally proficient in either language) because I believe there are few if any of these in existence.

However, the bilingual teacher would need to understand, speak, and to a possibly lesser degree, read and write the common language, with obviously acceptable standards in each of the components in English. The bilingual teacher is not necessarily one born in a non-English-speaking country. He or she could be an Australian, for instance, one who has studied Greek in Australia and perhaps settled in Greece for some time and achieved a certain level of proficiency in the language. I do think however, that bilinguals from this group are in a small minority. The majority of bilingual teachers that I have met come from one of the following three groups:

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* Mr Davanzo is an Advisory Teacher with Adult Migrant Education Services in Sydney. This article is based on a paper given by Mr Davanzo at a national conference of Advisory Teachers held in Canberra in January, 1978.

1) Those teachers born outside Australia - from a non-English-speaking country - who prior to coming to Australia, as adults, have probably studied English at school and who after some time in Australia, have developed their overall English levels of proficiency to the stage where they are employed as teachers in our Infants, Primary and Secondary schools.

2) Those teachers who were born in a non-English-speaking country, but who migrated to Australia at a very early age, passed through our school system, graduated as qualified teachers, and who (through parental pressure and/or high personal interest) have maintained and developed the first and common language to a high degree of proficiency.

3) The bilingual teacher could be someone born in Australia (a first generation Australian like myself), exposed in the home to Greek or Italian or whatever, particularly during early youth, and who continued the development of proficiency in that language without setting foot outside Australia.

To my way of thinking, teachers who

- satisfied the above criteria
- satisfied their Education Department's qualification requirements
- were familiar with the Situational Method/ audiolingual method and techniques
- were aware of some of the pitfalls to be avoided, such as over-dependance on the translation "crutch"
- saw the eventual phasing out of translation as a must, except as a last resort in those circumstances where usual methods had failed

are a precious commodity and few in number, and their talents should not be wasted. You may consider other factors important when selecting these teachers, such as their attitudes concerning Australians, the English language and the Australian way of life; and any ethnocentric tendencies they may display.

So much for the teachers - although there are many other ramifications to this question. Let us consider one case, that of a teacher born in Northern Italy, unable to speak the Sicilian dialect, who is appointed to teach a group of Sicilians. Many of these students may not have attended school in Italy up to the age of fifteen. Their language of instruction there would have been school Italian - in this case the "common" language, which is so different from the respective Northern and Sicilian dialects. Let us not forget, either, the prejudices that can be found to exist between Northern and Southern Italians, to say nothing of probable political differencies, mistrust, etc.

Would that teacher be as good as, or not preferred to, the Sicilian-born teacher able to use the vernacular? Now that we have the bilingual teacher available - qualified to our satisfaction and we have located the homogeneous group of students ideally located within a multi-class centre or at an annexe nearby, what value and use can be made of this teacher?

In NSW the continuation programme now operates ten bilingual classes, although it employs many more bilingual teachers in multi-cultural classes. The validity of creating English learning situations by homogeneous ethnic groups, in contradiction to the multi-cultural nature of Australian society, is open to debate. The rationale must therefore be that the students will learn English more efficiently and perhaps at a faster rate.

Most bilingual classes in NSW are established as an annexe of a multi-cultural centre, and the bilingual teacher maintains close contact with the TIC of the multi-cultural centre. Students in these classes are basically non-English in understanding, speaking etc., and therefore the lesson content is very elementary - sometimes the basic course is "Situational English" Units 1 to 20. It could be survival English or functional items, etc. The prime objective of these classes is to encourage the students to proceed to more comprehensive English lessons in a multi-cultural classroom, after they have acquired what might be termed by some as Priority English. In essence, there is no appreciable difference between a bilingual centre and the utilisation of bilingual

teachers on the elementary classes of one of those multi-class centres in which there is a high concentration of a particular ethnic group.

There have been general appraisals of these classes from time to time. It appears at present that they might be phased out. The reason for this seems to be that when the time comes for students to be integrated into multi-cultural centres, they simply fail to attend. The loss of their bilingual teacher is no doubt a factor here.

I might mention here that the eminent American linguist Dr Fries advocated the sole use of bilingual teachers for the teaching of American English to Puerto Ricans, because he reasoned that only through a contrastive analysis of the common mother tongue and the target language could the target language be effectively developed.

I taught a group of Italians for approximately twelve months of 2 x 2 sessions per week at the APIA Club in Sydney. All students had attended school in Italy till age 15. My experience was that these students, none of whom had previously studied English, were convinced that learning English through a bilingual teacher was the only effective way to do it, and they were not prepared to attend local classes conducted by non-bilingual teachers. I might add that students were well motivated to learn English, in order to find better jobs, to open their own businesses, for reasons of self-esteem, etc. So they were regular in attendance. Possibly the club environment helped too: they met fellow Italians, they could have a drink, there were poker machines. On some occasions, students who had learned incidentally the structure to be taught would beat me to the translation. Sometimes there would be disagreement as to the nearest approximation.

They also derived great delight in correcting my incorrect Italian, which seemed to bolster their confidence and reassurance that they were not alone in having difficulties in learning a language.

<u>The Advantages of Using Bilingual Teachers</u>

1. There is the certainty that through translation the student is able

to comprehend the meaning of the item being taught. Therefore there is no ambiguity or confusion for the student even though the translation may be mere approximation.

2. The bilingual teacher has greater access to knowledge about the background, aspirations, expectations, and needs of the student so that the programme can be student-centred to a certain degree and not teacher-centred. Therefore, the lesson content at the beginning stage is functional rather than consisting of a structural progression imposed by the teacher and possibly considered of very little value.

3. Translation saves time in the presentation and testing stages particularly where situations, visual or otherwise, need to be created. This is especially so with social English without which knowledge they could risk being regarded by Australians as bad-mannered.

(a) Time saved can be used to explain the varied uses of the new items, enabling the student to be aware of the many pattern variations and transformations.

(b) Time is saved by explaining vocabulary items. Pictures are not absolutely necessary.

(c) Time is saved by explaining terms used in English such as "question", "command", "answer", "instruction".

(d) Time is saved by giving them the understanding of dialogues, short stories, etc.

4. The reassurance for students who may feel embarrassed or inferior in a multi-cultural class, particularly if fellow students from other ethnic groups are making faster progress.

5. The reassurance that comes from knowing that the teacher is familiar with those difficulties likely to be encountered by the student, particularly in the formation of sounds.

6. The reassurance that in the event of necessity (such as the

hospitalisation of a member of the family) the student has in the teacher a friend to act on his behalf.

7. The bilingual teacher, through translation, can alert the student to the importance of word order in English, to the time stress of the utterances, to the intonation of questions, and to the formation of questions, rather than wait for the student to deduce these himself. It is important for the student to know that all of the above vary significantly from the common language and English.

8. It is felt that the bilingual teacher is of great assistance, particularly to the pupil with less aptitude in learning English.

9. Through translation it is far more practicable to introduce the student to surface drills (transformation of sentences) rather than the deep pattern practice drills and few pattern extension drills.

10. The natural rate of language acquisition may be accelerated by translation, that is, bearing in mind factors such as general intelligence, language learning aptitude, experiences, motivation etc.

11. By translation of meaning, students are not wasting time practising sentence patterns that are not really understood.

12. The bilingual teacher can make it perfectly clear to the learner what it is that is to be learned, for example "Tonight we are going to learn the verb 'to have'".

13. Students require communication success early in the course. They have a better chance to communicate using the bilingual teacher.

Pitfalls to be Avoided by the Bilingual Teacher

1. The teacher should not allow the students to become dependent on the translation "crutch".

2. The teacher should, when translating, not give word for word translations - rather a general resume.

3. The teacher should emphasise to the students that situations appropriate for the near approximation in the common language cannot necessarily be transferred to English - and that they should switch off or concentrate on the English situations only.

4. The teacher must understand that the student will learn the language only by using it, by speaking it as much as possible, never by simply talking about it. Students must be able to receive and send in English. Therefore translation should not be overdone, should be brief and coherent - and discarded when the teacher is satisfied the student has comprehended the new item. Thereafter the language used should be English only.

General Comments and Questions

1. Bilingual teachers should be sufficiently proficient not to make the sort of error committed by President Carter's interpreter who, in January 1978, wanted to "know (the Polish people) carnally".

2. Through translation is there negative/positive transfer of specific elements of language from the common language to English? If so to what degree? Does anybody know? Doesn't this happen when the teacher is monolingual? Is the bilingual teacher effective for an adult whose first language speech habits are well established and therefore subject to little interference?

3. Do the students devise their own strategies to understand the rules of the natural language to which they are exposed - and to what degree? - despite the methods employed by the teacher?

4. It becomes increasingly difficult to learn a second language after puberty, at which time the brain allegedly loses "plasticity". So should we "compensate" by resorting to translation in the beginning stages particularly?

5. The learner's ethnocentric tendencies, beliefs and attitudes towards Australians, the Australian way of life, the English language, are

believed to have a bearing on the success or otherwise of a student learning the new language. A bilingual teacher, sympathetic to the cause, prepared to be objective in outlook, might be aware of this and be able to do something about it.

6. The concept of anomie refers to the feelings of social uncertainty which sometimes characterise the bilingual - this probably will not be evident in our beginning student, but a bilingual teacher with a more advanced homogenous ethnic group may be able to dissipate or play down these feelings and to help the migrant.

7. Students with a bilingual teacher might tend to regard the teacher as readily accessible after school hours and refrain from various confrontations in Australian situations - thereby having less direct contact and communication with native speakers.

8. The holding class should be successful in providing a springboard to the more formal, structured lessons. This class probably helps give the student confidence in his ability to learn English because it provides language that is comprehended and can be used immediately in his new community.

9. New entrants to holding classes want to be able to join in whenever they happen to arrive. Unavoidably, revision is a problem; but unlike multi-cultural classes with disparate levels, through translation and assistance from the teacher and even another student, it is possible for the new student to "catch up" to some extent.

10. Many students attending continuation classes at the end of a hard day's (often physical) work may be too tired to concentrate on formal structure and drills and, while yet sufficiently motivated to improve their English, may derive greater benefit from a less structured lesson given by a bilingual teacher.

11. It is often difficult to secure the necessary audiovisual aids for a lesson, with the result that far too many classroom situations are created by the use of the same objects, which tend as a consequence, to lose their novelty. Translation has the advantage of minimising the need for such aids.

INFORMATION ABOUT:

SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANISATION (SEAMEO) REGIONAL LANGUAGE CENTRE (RELC)

Editor's Note: We are pleased to be able to provide for our readers the following information on the Regional Language Centre in Singapore.

The Regional Language Centre (RELC), located in Singapore, is an educational project of the Southeast Asian Ministers of Education Organisation (SEAMEO). The main objective of SEAMEO is to provide for constructive direction to the forces and challenge of change in the contemporary world through joint and cooperative efforts for regional educational development. The members of SEAMEO are Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam. Australia, France and New Zealand are associate members of the Organisation.

RELC was conceived in November 1966 at the second conference in Manila of the Southeast Asian Ministers of Education. The concept was developed with remarkable rapidity and the Centre has been operating since July 1968. Until April 1972, the Centre operated from temporary premises provided by the Government of Singapore at 130 Watten Estate Road, Singapore 11. In May 1972, RELC moved to its new home, the 18-storey RELC Building at 30 Orange Grove Road, Singapore 10. From 1968 until 1976 the Centre was known as the Regional English Language Centre since during that period it had as its fundamental aim the improvement of teaching English as a second or foreign language in the SEAMEO member countries.

The Centre is an autonomous international institution administered by a Director under the overall policy direction of the Governing Board. The Board is composed of one representative from each member country appointed by the Southeast Asian Ministers of Education Council on the recommendation of the Minister of Education of his own country.

The general objective of RELC is to assist SEAMEO member countries in language education development related to social and economic development in the multilingual context of Southeast Asia. This is done through training and advanced studies programmes leading to postgraduate degrees and through seminars, research, publications and information dissemination.

PROGRAMMES AND ACTIVITIES 1977 - 1981

1. Training

The Centre's training programme aims at supporting and strengthening national efforts in language education development and advancement in harmony with the educational needs and aspirations in Southeast Asia.

RELC offers four types of advanced courses for leaders in language education programmes. The four types of courses are:

(a) Course 101 Course Leading to the Diploma in Applied Linguistics
July - March (from 1977)

This course is a two-semester programme consisting of basic and elective subjects.

The first semester is an introduction to recent theories and approaches in general linguistics, sociolinguistics and psycholinguistics, with discussion of their relevance to language problems in Southeast Asia.

The second semester provides training in the theory, content and techniques of language teaching, with emphasis on practical application and with particular reference to the needs of SEAMEO member countries. The methodology of language teaching and the principles of language learning are presented both generally, applicable to all languages, and specifically, as applied to particular ones.

The course is of special value to key personnel or potential key personnel concerned with the planning, implementation and development of

language teaching programmes. Examples of this category of persons are university and teacher training college lecturers, supervisors/inspectors, curriculum specialists, and senior teachers.

(b) Courses 201 - 209 Four-Month Specialised Advanced Certificate Courses
July - October; November - March

These are four-month advanced studies programmes organised in a "problem-solving" framework with formal instruction kept to a minimum. Candidates will work on practical projects related to the topic of each course and to which a considerable amount of course time will be devoted.

The course titles and schedules of the Four-Month Specialised Advanced Certificate Courses for the period 1977 - 1981 are as follows:

Course 201 — Language Development and Planning
4 July - 29 October 1977

Course 202 — Language Teaching with Special Reference to Language Policy Implementation and Current Practices in Southeast Asia
21 November 1977 - 18 March 1978

Course 203 — Instructional Materials for Language Learning in Southeast Asia, with Particular Focus on Textbook Writing, Language Laboratory Software and Materials for Self-Instruction
July - October 1978

Course 204 — Modern Trends in Linguistic Analysis and Their Application to Linguistic Research and Language Teaching in Southeast Asia
November 1978 - March 1979

Course 205 — Language Testing with Special Reference to Research and Current Practices in Southeast Asia
July - October 1979

Course 206 — Psycholinguistic Approaches to Problems in Language Education in Southeast Asia
November 1979 - March 1980

Course 207 — Translation in Southeast Asia: Problems, Techniques and Procedures
July - October 1980

Course 208 — Classroom Interaction Analysis: Its Contributions to Methodology and Teacher Evaluation
November 1980 - March 1981

Course 209 — Development of Communication Skills
July - October 1981

(c) Course 301 — Course Leading to the Degree of Master of Arts in Applied Linguistics
July - March (from 1978)

The course is conducted at RELC and the degree is conferred by the University of Singapore. The minimum period of candidature is two semesters and the maximum 36 months. Candidates awarded RELC Scholarships must normally complete the course within two semesters.

The course is a programme of advanced study and research consisting of two parts:

Part I consisting of course work
Part II consisting of a dissertation.

For admission as a candidate for the degree of Master of Arts in Applied Linguistics, a person must be a graduate of a university as the University of Singapore, on the recommendation of RELC, may approve. A candidate must normally have the RELC Diploma in Applied Linguistics (either with Distinction or with Credit) or an approved equivalent qualification and must provide evidence of a period of educational service. The normal requirement is not less than 24 months' teaching service or other relevant experience.

(d) Course 401 Course Leading to the Diploma in Advanced Study and Research in the Field of Applied Linguistics
July - March (from 1977)

The duration of the course is two semesters.

The course consists of an individually tailored programme of studies with a minimum of formal classes and with a considerable amount of time devoted to guided reading and supervised work on a substantial research project.

For admission to the course, a candidate must hold a university degree, preferably a master's degree, in Linguistics, English or a related field as the RELC Board of Studies may approve. The candidate must submit evidence of adequate training and ability to undertake the proposed course.

(e) Special Courses at the Request of SEAMEO Member Countries

In addition to the above four types of training courses, short training programmes of two to six weeks' duration may be offered upon the request of member countries when and where feasible.

Full details of the courses are given in the booklet "Southeast Asian Ministers of Education Organisation Regional Language Centre Programme of Courses 1977 - 1981", obtainable from RELC.

2. Research and Development

The research and development activities of the Centre are undertaken by (1) professional staff; (2) course members and postgraduate students; (3) persons not connected with RELC but whose research work is related to that of the Centre, and (4) research fellows.

(a) Staff Research

Staff are encouraged to undertake research in their areas of specialisation.

(b) Student Research

This consists of studies undertaken in connection with degree candidates' programmes and under the supervision of staff. Generally, the studies are applied research within the postgraduate students' field of interest and on problems relevant to development priorities in Southeast Asia. A corresponding amount of research and development output is also expected from the Diploma and Certificate programmes.

(c) Research by Persons not connected with RELC

To encourage research, the Centre publicises language or language teaching studies completed or being undertaken specifically by postgraduate students in Southeast Asian institutions. Subject to the approval of RELC, administrative support may be provided to language researchers who need to do part of the study in the Centre.

(d) Research through the Award of Research Fellowships

RELC may award a limited number of Research Fellowships each year to make it possible for a few researchers from SEAMEO member countries to carry out projects at RELC.

Applications for Research Fellowships are considered by RELC in the light of such priorities as may be established, and of the availability of funds, but especially in the light of the probable value of the project for the improvement of language teaching in a SEAMEO member country or in the SEAMEO region. These awards are made for projects of significance, and to persons clearly qualified to carry out the projects proposed. The duration of the project may vary according to the nature of the research. Funds allocated for the Fellowship may cover all costs of the project including travel and subsistence, or only such costs as cannot be met from other sources.

Research Fellows at RELC have available to them all the resources of the Centre, including consultancy and advisory services of the RELC professional staff.

During the 1977 - 1981 period, three major research and development

projects will be implemented. One is a materials project in the area of English for study and job purposes. The other two are Project REFF, with implications for the teaching of French and other foreign languages, and a project on socio-cultural factors in the acquisition of communicative competence, with special reference to the teaching of national and official languages.

3. Library and Information Centre Services

The programmes for RELC in training, research and development, materials production, publications and other professional activities are supported by the finest possible library resources, facilities and services. The resources are in the areas of descriptive, theoretical and applied linguistics, language teaching and research, and the languages and educational systems of Southeast Asia. The collection includes books, periodicals, tape and disc recordings, filmstrips, cineloops, slides, microfilms, microfiches and kits.

The Library and Information Centre supplies information to enquirers in many parts of the world through reference and bibliographic services, and disseminates information by means of specialised bibliographies, special lists and accessions lists. Other services include loans and interlibrary loans, the circulation and display of library materials especially during seminars and the provision of listening and viewing facilities in the library. On request, training programmes and consultancy services are extended to the staff of other libraries in Southeast Asia.

The information clearing-house functions of the Library and Information Centre are implemented to encourage professional cooperation and information exchange. A research register is maintained and a section entitled "Current Research in Southeast Asia" is regularly included in the "RELC Journal". Directories of professional associations, of personnel and institutions in SEAMEO countries concerned with language and linguistics are available for reference.

Over and above immediate responsibilities to meet the requirements of the RELC staff, course members and research fellows, the Library and

Information Centre also serves the staff of tertiary education institutions and government departments as well as language teachers from countries both within and outside Southeast Asia.

4. Publications

The Centre's publications are of two general types: information publications and professional publications.

The information publications provide reports of the Centre's activities and information on various aspects of language teaching in the region. Such publications include reports of Governing Board meetings and other regional meetings, information brochures about the Centre, a quarterly newsletter, annual reports and library publications, The "RELC Annual Report" and the "RELC Newsletter" are widely distributed both within and outside the region.

Self-supporting professional publications provide a forum for scholarly studies relevant to the Centre's aims and activities. "The RELC Journal: a Journal of Language Teaching and Research in Southeast Asia" benefits numerous language educationists in the SEAMEO region and in many other countries.

RELC also publishes the "Anthology Series", the "Monograph Series" and the "Occasional Papers". The "Anthology Series" consist of academic papers selected from those presented at RELC regional seminars and including, from time to time, articles of academic quality on the subjects covered by the seminars. The "Monograph Series" consist of single author treatments on linguistics, language teaching and related topics of interest to teachers and scholars from the Southeast Asian region and elsewhere. The "Occasional Papers" are preprints, reprints and useful articles or material presented in mimeographed and bound form for classroom or other immediate use.

5. Regional Conferences, Seminars and Workshops

Better understanding of language education problems within the region and broader acquaintance among language teaching personnel in the region

is encouraged by professional conferences, seminars and workshops held under the auspices of the Centre.

The RELC seminars are important events in the world of learning and receive wide publicity and support from eminent scholars in the field and educational institutions of reputation. These seminars are making an important impact in Southeast Asia in the field of language education and requests for reports of the seminar proceedings are continuously received.

During the period 1977-1981, regional seminars will focus on the theme "language and social development". The following will be held:

1977 Language Education in Multilingual Societies: Its Challenges and Potentials

1978 Recent Developments in Linguistic Research Relevant to Language Teaching

1979 Acquisition of Bilingual Ability and Patterns of Bilingualism with Special Reference to Southeast Asian Contexts

1980 Evaluation and Measurement of Language Competence and Performance

1981 Varieties of English and Their Implications for English Language Teaching in Southeast Asia

6. Exchange of Personnel

As part of its effort to improve the standards of language teaching in the Southeast Asian region and to promote regional cooperation in this effort, RELC includes among its functions that of arranging and supporting exchange of personnel (teachers, scholars and specialists) among institutions, agencies and projects in the SEAMEO member countries.

7. Technical Services to National Programmes

As a resource centre for language teaching efforts in the SEAMEO region, RELC places at the service of the member countries, as and when feasible, the experience and expertise of its professional staff who are available for consultancy and advisory work in the member countries to assist and strengthen the development of language teaching programmes. Requests for technical services in the form of consultancy and advisory services of members of the RELC staff are normally made through the Ministries of Education of the countries concerned.

8. Support to Scholars from Within and Outside the SEAMEO Region

The Centre offers administrative support to scholars from member and other countries seeking such assistance in carrying out linguistic and language education research in the Southeast Asian region. The library and staff resources of the Centre and its centralised knowledge about language instruction situations in the countries of Southeast Asia have always been of great value to such scholars, and have also greatly enhanced the international prestige and recognition of the Centre.

SOME OF THE FACILITIES

The Educational Technology Unit is one of the best equipped in the region. It has acquired a wide range of visual and aural materials and equipment for language teaching.

A 32-booth language laboratory facilitiates the learning and teaching of listening and speaking skills. A recording studio makes possible the production of recorded materials. There is also an Instruction Demonstration Room fitted with a full-length observation glass and tiered seating for observers.

An auditorium with projection facilities and translation booths, two conference rooms, committee and delegates' rooms, and two exhibition halls have attracted international and professional organisations and associations to hold important conferences and conventions at RELC.

Hotel accommodation, of international standard, is available to scholars, visiting educators and conference participants at RELC International House in the RELC Building. In addition there are eight apartments for RELC staff and visitors with families. A restaurant, a coffee house and a small shop cater to meal and other requirements.

Further information on RELC programmes, activities and facilities can be obtained from:

The Registrar
SEAMEO Regional Language Centre
RELC Building
30 Orange Grove Road
Singapore 10
Republic of Singapore

Telephone: 379044
Cable : RELCENTRE

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RELC REGIONAL SEMINAR

Acquisition of Bilingual Ability and Patterns of Bilingualism with Special Reference to Southeast Asian Contexts

Singapore, 16-21 April 1979

THE REGIONAL LANGUAGE CENTRE (RELC) OF THE SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANISATION (SEAMEO) WILL HOLD ITS 14TH REGIONAL SEMINAR, 16-21 APRIL 1979, IN SINGAPORE. THE THEME OF THE SEMINAR IS "ACQUISITION OF BILINGUAL ABILITY AND PATTERNS OF BILINGUALISM WITH SPECIAL REFERENCE TO SOUTHEAST ASIAN CONTEXTS".

THE OBJECTIVES OF THE SEMINAR ARE:

TO REVIEW DEVELOPMENTS IN RESEARCH ON BILINGUALISM AND BILINGUAL EDUCATION

TO PROVIDE A FORUM FOR THE EXCHANGE OF EXPERIENCE AMONG EDUCATORS AND RESEARCHERS FROM WITHIN AND OUTSIDE THE SEAMEO REGION

TO IDENTIFY AREAS OF MULTILINGUALISM THAT CAN BE USEFULLY RESEARCHED IN THOSE AREAS WHICH WOULD BE OF PRACTICAL VALUE TO EXISTING PROGRAMMES.

ABSTRACTS ARE INVITED ON TOPICS RELEVANT TO THE THEME OF THE SEMINAR. FOR FURTHER INFORMATION AND INVITATIONS TO PARTICIPATE IN THE SEMINAR, PLEASE WRITE TO:

DR EVANGELOS A AFENDRAS
CHAIRMAN
SEMINAR PLANNING COMMITTEE
SEAMEO REGIONAL LANGUAGE CENTRE
RELC BUILDING
30 ORANGE GROVE ROAD
SINGAPORE 10
REPUBLIC OF SINGAPORE

MATERIALS AVAILABLE TO ELICOS* CENTRES

The Language Centre at La Trobe University has the following materials available to those ELICOS Centres which would be interested in them:

1. A complete recording of the text of Mackin and Carver:
   A Higher Course of English Study Book 2

This recording was made originally to meet the needs of a blind student who joined our courses. However, it has been found to be of use for Advanced Listening Practice, note taking etc.

Institutions interested should send either:

A. 3 1800 foot reel to reel tapes (if required at 7 1/2 IPS),
B. 3 900 foot reel to reel tapes (if required at 3 3/4 IPS),
or C. 3 C90 cassettes.

2. Pronunciation Materials on the Pure Vowels and the Diphthongs

This is the recording of the first draft of materials on English pronunciation, which has since been rewritten and is due for publication in 1979. However, if anyone is interested in obtaining the tapes of this first draft, please send either;

A. 4 1200 foot tapes plus 1 1800 foot tape (if required at 7 1/2 IPS),
B. 4 600 foot tapes plus 1 900 foot tape (if required at 3 3/4 IPS),
C. 4 C60 cassettes plus 1 C90 cassette.

One copy of the text will be sent, but if additional copies are required a small charge will be made for photocopying.

Please direct your enquiries to the Acting Director Language Centre, La Trobe University, Bundoora. Victoria 3083.

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* (English Language Intensive Course for Overseas Students)